

LR&R F14

9/18/2014

LANGUAGE, RACE & RACISM IN THE US

ANTH 550 sec 001 CRN 20144

ES 599 sec 001 CRN 20128

WLC 599 sec 001 CRN 20061

3 credits, TR 12:00-1:20p, Waldo 240

Instructor: Adam Schwartz, adam.schwartz@oregonstate.edu

Office Hours: 10:00-11:00a Tues/Thurs, Kidder 34

COURSE CONTENT

Students in this course will unpack language, race and racism—as well as the intersections between those ideas—as cornerstones to understanding identity and society as inherently socially constructed ideas.

The goal of this course is to better understand how racism is produced and reproduced in talk and text (this will include symbols and signs), especially in the context of the denial of racism. Our course will specifically focus on the language *of* racism, and, more specifically, types of discourse that constructs Whiteness as dominant over Color.

LANGUAGE, RACE & RACISM IN THE US is a discussion-based seminar, and conversations throughout the term will be guided thematically. The contents of Jane Hill's *EVERYDAY LANGUAGE OF WHITE RACISM* will inspire the organization and flow of course content. As such, attention should be given to the following topics, although this list is not necessarily exclusive:

- The persistence of White racism (Guiding question: How is race a social and political fact?)
- Language in racism (Guiding question: What is discourse, and how is it related to linguistic ideology?)
- Slurs and gaffes (Guiding question: What do slurs and gaffes tell us about White privilege?)
- Covert racist discourse (Guiding question: How has racism colored the presence of Spanish in the US?)
- Linguistic appropriation (Guiding question: How is racism embedded in the 'standardization' of English?)
- Everyday language, racist culture, respect and civility (Guiding question: How does an understanding of the co-existence of language and race help us to re-think our social existence?)

Why this course is a relevant addition to an ETHNIC STUDIES curriculum: The mission of OSU's Ethnic Studies Department includes an aspiration "to provide an academic opportunity of excellence for critical, multidisciplinary investigation of the intersections [between] race, gender, ethnicity and sexuality, and of the articulated concerns of... major racialized majority groups in the United States." This course in

particular recognizes the role that language plays in this multidisciplinary mission, and in particular the ways in which race and racism has been ‘remapped’ onto language use (e.g. racializing the notion of ‘accent,’ racial microaggressions).

Why this course is a relevant addition to an ANTHROPOLOGY curriculum: This course draws centrally from foundational readings in both linguistic and cultural anthropology. We will challenge and be challenged by the anthropological frameworks that assume the interrelation between culture and discourse (talk and text).

COURSE SPECIFIC MEASURABLE STUDENT LEARNING OUTCOMES

Students will be introduced to the study of Language, Race & Racism and apply the acquired knowledge to classroom projects and analyses of previous studies on the relevant topics. Evaluation of the outcomes below is outlined in the section titled ‘Evaluation of Student Performance.’

By the end of this course...

OUTCOME 1:

- Students will have incorporated critical thinking skills in writing and presentation, and problematization of key concepts in the study of language and racism

OUTCOME 2:

- Students will be able to describe and explain key historical and political issues that identify and affect relationships between language, race and racism in the US, including the social construction of difference

OUTCOME 3:

- Students will be able to critically analyze scholarship, multimedia, and present their critiques in both written and oral form

OUTCOME 4:

- Students will be able to work collaboratively to design a public exhibition that combines multiple forms of textual expression (photo, video, music, essay, poetry, etc) that serves to advocate for—and educate on a topic relating to—language, identity and social justice

COURSE STRUCTURE

A collaborative learning experience, this class is designed to provide spaces for students to assert agency as critical-minded citizens, community members and cultural beings.

It is crucial to note that *LANGUAGE, RACE & RACISM IN THE US* involves daily intensive student-centered discussion. Students are expected to engage mindfully with

course texts (readings, films, etc.) and invited discussants/lecturers from campus and greater multilingual community, and to experiment with critical thought in writings and discussions. These discussions include online conversations through our course website (BlackBoard).

Students will be encouraged to develop a focus on particular topics, questions or studies, and to share these, principally through individual and collaborative presentations.

Students are responsible for attending class, being prepared for discussions, leading discussions, and completing all course assignments as described below. The class is designed with enough flexibility to allow students to pursue individual interests in depth and contribute to the course from diverse perspectives.

It is expected that our community of learners will draw from a bevy of scholarly perspectives and backgrounds. Whatever your academic orientation, all of us can benefit from expanded discussions of how language and language use impacts and informs understandings of race and racism, and vice versa.

EVALUATION OF STUDENT PERFORMANCE

Outcomes 1 and 2: Homework/Participation/Attendance/Synthesis writing

Weekly assignments will be given in which students will be required to complete reading questions, organize and complete a collaborative research project, do reflection exercises and/or write brief summaries on readings. These will be announced ahead of time and guides or examples will be provided if needed.

Everyone is expected to be in class each day. If you attend class regularly, arrive on time and are an active participant in discussions, you will easily earn a full attendance mark. Everyone gets one unexcused absence, no questions asked. Each unexcused absence after the first will drop your attendance grade one percentage point, with a maximum of five absences during the semester, after which you will receive a 'zero' for the class, unless you and I have made other arrangements. If you participate frequently in class discussions, it will have a positive effect on your final grade (if you're somewhere between an A and a B, for example.)

Outcomes 2 and 3: Critical term paper and related presentation

Students will individually write a scholarly term paper (including syntheses of theoretical frameworks as discussed in class) that focuses on at least two particular examples of text and talk (discourse), detailing how such discourse serves as a site for racialization and/or racial essentialization. This writing exercise aims to prepare students for their collaborative work on the multimodal exhibit assignment (see next).

Outcome 4: Multimodal exhibit for public education/awareness

Students will be able to work collaboratively to design a public exhibition that combines multiple forms of textual expression (photo, video, music, essay, poetry, etc) that serves

to advocate for—and educate on a a topic relating to—language, identity and social justice. A statement about this particular exhibit will draw from students’ previous written work, including their drafted scholarship from the critical term paper assignment.

Assessing those outcomes...

Formative assessments for the course will take the form of written and/or oral comments from both the instructor and from peers. Whether or not all assignments are collected for review, students are expected to explicitly seek feedback from faculty or peers when it is desired.

Summative assessment in this course follows a critical pedagogy-inspired model in which grading authority is delegated back to the student, who is expected to make a final assessment of his or her strengths and weaknesses based on the evidence of increased proficiency compiled during the term. At the end of this course, you are expected to present a portfolio of work that should display the level of proficiency reached in each of the course objectives. Portfolios should also have reflective and interpretive elements that assist the reader in understanding the ways in which you have progressed during the course as well as the areas in which increased effort may be required. All portfolios must include a rigorous self-assessment in which you propose a final course grade based on the quantity and quality of your work as well as the amount of effort and personal engagement with the subject matter evident in the portfolio.

A final course grade will not be entered until all parties are confident that the grade proposed reflects an accurate understanding of the criteria and the level of proficiency evident in the work presented. If there is disagreement about the final evaluation, additional faculty members may be called upon to assist in the process of reaching a decision.

In most cases, evidence of your mastery of the course objectives will take the form of essays, reflective writing, critical reviews, summaries, or project reports. (Specific assignments and due dates are all provided below). You are encouraged, however, to supplement these papers with other forms of documentation including video or audio files, artwork, etc.

Please use the following standard set of criteria for your assessments. These have been adapted from documents created by the Oregon Department of Education:

- **6 Exemplary.** Work at this level is both exceptional and memorable. It is often characterized by distinctive and unusually sophisticated problem-solving approaches and solutions. This is a high A grade.
- **5 Strong.** Work at this level exceeds the standard. It is thorough, complex and consistently portrays exceptional control of content, skills and problem-solving strategies. This is a low A or high B.
- **4 Proficient.** Work at this level meets the standard. It is strong, solid work that has many more strengths than weaknesses. Work at this level demonstrates

mastery of content, skills and problem-solving strategies and reflects considerable care and commitment. This is the mid-B to high-C range.

- **3 Developing.** Work at this level shows basic but inconsistent mastery and application of content and skills. It shows some strengths but tends to have more weaknesses overall. This is a mid to low C and is below expectations for graduate work.
- **2 Beginning.** Work at this level is often superficial, fragmented or incomplete. It may show a partial mastery of content and skills, but it needs considerable development before reflecting the proficient level of performance. This is a grade in the D range; way too low for graduate work.
- **1 Exploring.** Work at this level is minimal. It typically portrays a lack of understanding and use of appropriate skills and strategies. Work at this level may contain major errors. Not a passing grade.

LEARNING RESOURCES (all required)

Multiple articles and text selections, to be provided on Blackboard.

The following books will also be available for purchase in our bookstore, and on reserve at Valley Library:

→ Alim, H. S. & Smitherman, G. (2012). *Articulate while black: Barack Obama, language, and race in the US*. New York: Oxford University Press.

Hereafter referred to as 'A&S.'

→ Bucholtz, M. (2011). *White kids: Language, race, and styles of youth identity*. New York: Cambridge University Press.

Hereafter referred to as 'Bucholtz.'

→ Hill, J. H. (2008). *The everyday language of white racism*. Malden, MA: Blackwell.

Hereafter referred to as 'Hill.'

→ Huang, E. (2013). *Fresh off the boat: A memoir*. New York: Spiegel & Grau.

Hereafter referred to as 'Huang.'

→ Lippi-Green, R. (1997/2012). *English with an accent: Language, ideology and discrimination in the United States*. New York: Routledge.

Hereafter referred to as 'L-G.'

COURSE POLICIES

Participation: Students are expected to come to class prepared to ask questions, and participate in class activities and reading discussions. As in all learning situations, active participation in the classroom is vital in order for the exchange of ideas to be beneficial to all of us.

Attendance: Students are expected to attend every class session and to make up all work missed because of legitimate excused absences. Excused absences must be documented before any make-up work is allowed. The only assignments you may make up due to an excused absence are exam, homework, and critiques; you can NOT make-up any other assignments in this class (e.g., presentations). It is YOUR responsibility to make-up any missed work and/or class notes. Instructors are under no obligation to make special arrangements for students who have been absent or who miss assignment deadlines and/or examinations.

Policy for Students with Disabilities: “Accommodations are collaborative efforts between students, faculty and Services for Students with Disabilities (SSD). Students with accommodations approved through SSD are responsible for contacting the faculty member in charge of the course prior to or during the first week of the term to discuss accommodations. Students who believe they are eligible for accommodations but who have not yet obtained approval through SSD should contact SSD immediately at 737-4098.”

Link to Statement of Expectations for Student Conduct (i.e., cheating policies):
<http://oregonstate.edu/admin/stucon/achon.htm>

At Oregon State University academic dishonesty is defined by the Oregon Administrative Rules 576-015-0020.1.a-c as: *An intentional act of deception in which a student seeks to claim credit for the work or effort of another person or uses unauthorized materials or fabricated information in any academic work.* Academic dishonesty includes:

- **Cheating** - use or attempted use of unauthorized materials, information or study aids or an act of deceit by which a student attempts to misrepresent mastery of academic effort or information. This includes unauthorized copying or collaboration on a test or assignment or using prohibited materials and texts.
- **Fabrication** - falsification or invention of any information (including falsifying research, inventing or exaggerating data and listing incorrect or fictitious references.
- **Assisting** - helping another commit an act of academic dishonesty. This includes paying or bribing someone to acquire a test or assignment, changing someone's grades or academic records, or taking a test/doing an assignment for someone else (or allowing someone to do these things for you). It is a violation of Oregon state law to create and offer to sell part or all of an education assignment to another person (ORS 165.114).

- **Tampering** - altering or interfering with evaluation instruments and documents.
- **Plagiarism** - representing the word or ideas of another person as one's own OR presenting someone else's words, ideas, artistry or data as one's own. This includes copying another person's work (including unpublished material) without appropriate referencing, presenting someone else's opinions and theories as one's own, or working jointly on a project, then submitting it as one's own.

Note: If any academic dishonesty is suspected and identified you will fail this course and a report will be placed in your student record.

Communication: Communication between students and the instructor is crucial. I cannot help you if I do not know you need help. If there are circumstances that affect your classroom performance and/or attendance, or if you feel lost, confused or in need of additional help, you need to talk to me so that together we can seek resources and find answers, thus making your learning experience as successful as possible.

Cell Phones: If you need to have your cell phone turned on during class, please set it to vibrate and sit close to the door, so that in the event you choose to answer the phone you can step outside with minimum disruption to the class.

Extra Credit: No extra credit is available in this class.

Incompletes: Incompletes are inconvenient for both you and I. They're reserved for extremely rare circumstances. To be clear here: Incompletes are a 'safety net' for documented emergencies (they are not permitted in cases when students have managed their time poorly), and are designed ONLY for students making regular and systematic progress (e.g., you are passing the class) at the time when a contract is requested. Of course, reasons for requesting an incomplete must also meet university policy regarding incompletes.

Syllabi flexibility: I may make slight changes to this syllabus, and when changes are made due to extenuating circumstances, they too will be minor. However, be aware that my classes are all "works in progress" and based on your input, feedback, and my own sense of pace and context, I may feel it is necessary to make changes to the syllabus. If this happens, you will be informed well in advance so that your own schedule and plans will be minimally affected.

We will vary the pace and the focus of the course depending on the specific research interests and background that students bring to the course, and on the interests that we develop in the course of the term. You will be informed of any changes with plenty of time for you to make adjustments.

Quick style pointers for composing papers for this class

1. Don't fool with **BIG FONTS** or font **SIZES**. Stick to **12 pt Times or Times New Roman**. Anything else is a bad idea. Courier New is the ultimate no-no.
2. Margins: 1 inch all around. No exceptions. Set your defaults now.
3. Spacing: Single space for syntheses, double space for auto-ethnographies and final papers.

Students are required to submit papers with bibliography and in-text citations in **APA style**, as is the norm for research in the social sciences. **MLA** is also acceptable. Whichever you chose, you are expected to utilize such style *consistently* throughout your work.

For more information: **APA formatting and style guide (highly recommended):**
<http://owl.english.purdue.edu/owl/resource/560/01/>

Courtesy Dr. Brendan O'Connor, Arizona State University School of Transborder Studies

O'Connor's Theses of Reading:

- (1) *Some things are not fun to read while you're reading them, but they are still worth reading. Afterwards, you may be glad you wrestled with them.*
- (2) *It may not always be clear WHY you're reading what you're reading. Some texts will not be immediately useful. However, they may be useful in the future – not always in a way that's easy to see, but in the unexpected ways they reorient and refocus your perspective on the world and your ability to be involved in the world. Have faith that becoming a better-read person will pay off in the long run. It's kind of like making soup: you throw a lot of stuff into the pot and you trust that something good will come out of it, even if you don't know exactly what.*
- (3) *It's ok if you don't understand 100% of what you're reading. Even if you feel you only understand 50%-60%, it can still be worthwhile to make the effort to engage with challenging writing and ideas. Don't be intimidated by difficult writing – just dive right in. Your brain is every bit as capable as the author's.*
- (4) *It's better to read a short text deeply than to read a long text superficially (i.e., on the surface level). It's more productive to spend time thinking really hard about a little bit of reading than to read a whole lot that you don't have time to understand or*

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process. If time is an issue, read strategically – figure out how you can get something out of what you're reading.

SCHEDULE of READINGS, ASSIGNMENTS and DISCUSSIONS

WEEK ONE: 30 September/2 October

How is race a social and political fact?

“I wanted power, I wanted respect, and I never ever ever wanted anyone to tell me about my face again.”

Topics:

- Class orientation and introduction to class policies
- Traditions of social constructionism
- Intersectionality
- Language, power and privilege

Due this week:

- Synthesis I by Fri, 11:59p

REQUIRED:

Tips on reading academic articles:

<http://www.pasadena.edu/hstutoringlab/writing/writingscholarlyarticle.cfm>

http://www.lenholmes.org.uk/students/how2read/how2read_a.htm

O'Connor's Theses of Reading (see syllabus)

Hill. “The Persistence of White Racism.” 1-30.

Yuval-Davis, N. (2011). “Introduction: Framing the questions.” From *The politics of belonging: Intersectional contestations*.

Morgan, M. (2004). “Speech community.” From Ed. A. Duranti, *A companion to linguistic anthropology*.

Bucholtz. “White styles.” 1-20. “Cliques, crowds and crews.” 42-66.

Huang. “Meet the parents” and “God has assholes for children.” 3-41.

RECOMMENDED:

Delgado, R. & Stefancic, J. (2004). “Quantitative issues: How frequent is racial vilification?” From *Understanding words that wound*.

Leonard, D. (2014). “My life in the classroom, where race always matters.” *Chronicle Vitae*.
<https://chroniclevitae.com/news/504-my-life-in-the-classroom-where-race-always-matters>.

Guzman Mendoza, C. “Native tongue.” From Eds. L. G. Mendoza & T. N. Herrera, *Telling tongues: A Latin@ anthology on language experience*.

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WEEK TWO: 7/9 October

How is race a social and political fact?

“*Homo sapiens* is the species that invents symbols in which to invest passion and authority, then forgets that symbols are inventions.”

Topics:

- Race as political and social construction
- Language, power and privilege
- “Languaging Race”

Due this week:

- Synthesis 2 by Fri, 11:59

REQUIRED:

L-G. “The linguistic facts of life.” 1-26.

A&S. “*Nah, we straight.*” 1-30.

Urciuoli, B. (1996). “Racialization and language.” From *Exposing prejudice: Puerto Rican experiences of language, race and class*.

Baldwin, J. (1979). “If Black English isn’t a language, then tell me, what is?” *New York Times*.
(<http://www.nytimes.com/books/98/03/29/specials/baldwin-english.html>).

Rickford, J. R. & Rickford, R. J. (2000). “What’s going on?” and “Writers” From *Spoken Soul: The story of Black English*.

Feagin, J. R. (2013). “The White Racial Frame” AND “The Frame in everyday operation.” From J. R. Feagin, *The White Racial Frame*.

Erdrich, L. (2000). “Two languages in mind, but just one in the heart.” *New York Times*.
(<http://partners.nytimes.com/library/books/052200erdrich-writing.html?scp=1&sq=%22Two%20languages%20in%20mind%22&st=cse>)

Huang. “Rosetta Stone,” “Rotten bananas” and “This American Life.” 42-81.

RECOMMENDED:

hooks, b. (1995). “this is the oppressor’s language / yet I need it to talk to you”: Language, a place of struggle. From Eds. A. Dingwaney & C. Maier, *Between Languages and Cultures: Translation and Cross-Cultural Texts*.

DeSoto, A. M. (2007). “A querencia of one’s own.” From Eds. L. G. Mendoza & T. N. Herrera, *Telling tongues: A Latin@ anthology on language experience*.

Goldberg, D. T. (2005). “Racial Americanization.” From Eds. K. Murji & J. Solomos, *Racialization: Studies in theory and practice*.

Cabrera, N. L. (2014). “But I’m oppressed too”: White male college students framing racial emotions as facts and recreating racism. *International Journal of Qualitative Studies in Education*.

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WEEK THREE: 14/16 October

What is discourse, and how is it related to linguistic ideology?

“...The history of a language is written as the history of a language ideology. You may have heard this idea phrased differently, for example: Histories are written by the winners, or even more concisely: Consider the source.”

Topics:

- Discourse
- Language attitudes
- Language ideologies

Due this week:

- Questions for Jane Hill's visit! (Thursday)
- Synthesis 3 by Fri, 11:59

REQUIRED:

L-G. “Language subordination.” 66-77.

Hill. “Language in White Racism: An overview.” 31-48.

Bucholtz. “Listening to Whiteness.” 21-41.

Bonilla-Silva, E. (2003). “The central frames of color-blind racism.” From *Racism without racists*.

Schwartz, A. (2014). “Third border talk.”

Woolard, K. A. (1989). “Sentences in the language prison: The rhetorical structuring of an American language policy debate.” *American Ethnologist*.

Santa Ana, O. (1999). “‘Like an animal I was treated’: Anti-immigrant metaphor in US public discourse.” *Discourse & Society*.

Huang. “Mo Money, Mo Problems” and “The chain reaction.” 82-118.

WEEK FOUR: 21/23 October

What is discourse, and how is it related to linguistic ideology?

“It emerges that discourse and ideological practice are inseparable from other social practices. Not just in the sense that some words have concrete effects, but because it can be seen how every feature of the conventional sociological landscape—social structures and divisions, institutions, financial, military, health and educational practices—is imbued with ideology and discourse. Indeed, the very category system at work here can be seen as one form of discursive construction.”

Topics:

- Discourse
- Language attitudes
- Language ideologies

Due this week:

- Critical Term Paper proposal by Thursday (submit prior to class, see handout/worksheet for further information)
- Synthesis 4 by Fri, 11:59
- Schedule CTP check-in “interview” with Adam by week’s end

REQUIRED:

Martinez, G. A. (2006). “Language ideologies.” From *Mexican Americans and Language*.

Bonilla-Silva, E. (2003). “The style of color blindness.” From *Racism without racists*.

Reisigl, M. & Wodak, R. (2001). “‘Race,’ racism and discourse.” From *Discourse and discrimination*.

L-G. “The educational system” and “Teaching children how to discriminate.” 78-129.

Wetherell, M. & Potter, J. (1992). “Discourse, power and subjectivity.” From *Mapping the language of racism*.

Blommaert, J. & Bulcaen, C. (2000). “Critical discourse analysis.” *Annual Review of Anthropology*.

Huang. “Pink nipples” and “Len Bias broke my heart.” 119-148.

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WEEK FIVE: 28/30 October

What do slurs and gaffes tell us about White privilege?

“When we claim to have been injured by language, what kind of claim do we make?”

Topics:

- Slurs and gaffes

Due this week:

- Multimodal exhibit proposal due by Thursday (submit prior to class, one per group, see handout/worksheet for further information)
- Schedule ME check-in “interview” with Adam by week’s end
- Question for Crystal Boson’s visit! (Thursday)

REQUIRED:

Hill. “The social life of slurs” and “Gaffes: Racist talk without racists.” 49-118.

Butler, J. (1997). “On linguistic vulnerability.” From *Excitable speech*.

King, C. R. (2003). “De/scribing squ*w: Indigenous women and imperial idioms in the United States.” *American Indian Culture and Research Journal*.

Nunberg, G. (2014). “When slang becomes a slur.”

http://www.theatlantic.com/entertainment/archive/2014/06/a-linguist-on-why-redskin-is-racist-patent-overturned/373198/#disqus_thread

Santa Ana, O. (2009). “Did you call in Mexican? The racial politics of Jay Leno immigrant jokes.” *Language in Society*.

Meek, B. A. (2013). “The voice of (White) reason: Enunciations of difference, authorship, interpellation, and jokes.” From Eds. S. T. Bischoff, et al. *The Persistence of Language: Constructing and confronting the past and present in the voices of Jane H. Hill*.

Huang. “Special herbs” and “The end of the beginning.” 149-182.

RECOMMENDED:

“60 Years of Shocking Redskins Headlines.”

<http://www.buzzfeed.com/lindseyadler/redskins-puns-in-sports-headlines>

Cashman, H. (2014). “Why ‘puto’ must go.”

http://www.huffingtonpost.com/holly-r-cashman/mexico-world-cup-puto_b_5522856.html

Al-Naswari, R. (2014). “Calling me a terrorist is not flirting.”

<http://www.vice.com/read/calling-me-a-terrorist-is-not-flirting>

Delgado, R. & Stefancic, J. (2004). “Theories of racism and hate speech.” From *Understanding words that wound*.

Cabrera, N. L. (2014) But we’re not laughing: White male college students’ racial joking and what this says about “post-racial” discourse. *Journal of College Student Development*.

WEEK SIX: 4/6 November

How has racism colored the presence of Spanish in the US?

“I do make a claim to a sense of humor. But I have stopped using Mock Spanish, and I urge others to avoid it as well. As soon as Spanish is used within English in such a way that *de lujo* is as common as *de luxe*, that *camarones en mojo de ajo* are as prestigious a dish as *truite a la munière*, and that *señorita*, like *mademoiselle*, can allude to good breeding as much as to erotic possibility, I’ll go back to being as funny as possible with Spanish loan materials. Given the present context, I think that Mock Spanish is harmful—it is humor at the expense of people that don’t need any more problems.”

Topics:

- Covert racist discourse (AKA “Racism without racists”... AKA “I’m not a racist, but...”)

Due this week:

- Synthesis 5 by Fri, 11:59

REQUIRED:

Hill. “Covert racist discourse.” 119-157.

Schwartz. (2008). “Their language, our Spanish.”

Schwartz. (2011). “Mockery and appropriation of Spanish in White spaces.”

Perea, J. F. (1995). “Los olvidados: On the making of invisible people.” *New York University Law Review*.

A&S. “A.W.B. (Articulate While Black).” 31-63.

Bucholtz. “*Not that I’m a racist.*” 164-186. “*I guess I’m white.*” 210-235.

Huang. “Night market” and “Royal Huang.” 185-208.

RECOMMENDED:

L-G. “Linguistic profiling and fair housing.” 322-331.

Delgado, R. & Stefancic, J. (2004). “College and university students: The case of campus hate speech (and conduct) codes.” From *Understanding words that wound*.

Arellano, G. (2012). “The sleeping Mexican wakes up.”
<http://www.tucsonweekly.com/tucson/the-sleeping-mexican-wakes-up/Content?oid=3290085&showFullText=true>

Barrett, R. (2006). “Language ideology and racial inequality: Competing functions of Spanish in an Anglo-owned Mexican restaurant.” *Language in Society*.

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WEEK SEVEN: 11/13 November

How is racism embedded in the 'standardization' of English?

“...Suggesting, as some do, that we abandon Spoken Soul and cleave only to Standard English is like proposing that we play only the white keys of a piano.”

Topics:

- Appropriation and standardization
- Standard American English (SAE) and social constructions of accent

Due this week:

- Synthesis 6 by Fri, 11:59

REQUIRED:

L-G. “The myth of non-accent” and “The standard language myth.” 44-65.

L-G. “Hillbillies, hicks, and Southern belles.” 214-234.

Hill. “Linguistic appropriation.” 158-174.

Meek, B. A. (2006). “And the Injun goes ‘How!’: Representations of American Indian English in white public space.” *Language in Society*.

Chun, E. W. (2004). “Ideologies of legitimate mockery: Margaret Cho’s revoicings of Mock Asian.” *Pragmatics*.

Cole, D. & Pellicer, R. (2013). “Uptake (un)limited: The mediatization of register shifting and the maintenance of standard in U.S. public discourse.” S. T. Bischoff, et al. *The Persistence of Language: Constructing and confronting the past and present in the voices of Jane H. Hill*.

Huang. “I know a little bit” and “Hypebeasts.” 209-239.

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WEEK EIGHT: 18/20 November

How is racism embedded in the 'standardization' of English?

"We take the oppressor's language and turn it against itself. We make our words a counterhegemonic speech, liberating ourselves in language."

"You ain't get that from me!"

Topics:

- Appropriation and standardization
- Standard American English (SAE) and social constructions of accent
- Style

Due this week:

- Critical Term Paper DRAFT due by Fri, 11:59

REQUIRED:

A&S. "The first bump heard 'round the world." 94-129.

L-G. "The real trouble with Black language." 182-213. "Moral panic in Oakland." 303-321.

Bucholtz. "Say word?" 67-89.

Ibrahim, A. "Operating under erasure." R. Kubota & A. Lin, *Race, culture and identities in second language education*.

Rickford, J. R. & King, S. (2014). "Race, dialect prejudice, and literacy in the Zimmerman trial and beyond: The testimony of Rachel Jeantel."

<http://edstream.stanford.edu/Video/Play/6f2b381269624f1eb37dc8a4b04f0eea1d>

Rickford, J. R. (2013). "Rachel Jeantel's language in the Zimmerman trial."

<http://languagelog.ldc.upenn.edu/nll/?p=5161>

Huang. "They don't love me, they just love my tiger style" and "World star." 240-272.

LR&R F14

9/18/2014

WEEK NINE: 25 November

How does an understanding of the co-existence of language and race help us to re-think our social existence?

“A basic anthropological insight is that ways of talking about the “Other” are ways of talking about ourselves.”

Topic:

- Everyday language, racist culture, respect and civility

Due this week:

- Critical Term Paper due by Fri, 11:59

REQUIRED:

Hill. “Everyday language, racist culture, respect and civility.” 175-182.

Bucholtz. “Audible whiteness.” 243 (bottom)-249.

A&S. “Change the game.” 167-192.

“Why I’m Renouncing the Washington Redskins.”

<http://www.buzzfeed.com/josephbernstein/fight-for-old-dc>

WEEK TEN: 2/4 December

Due this week:

- Individual presentations of CTP
- Presentation of final projects (Submission of statements?)

FINALS WEEK

Due this week:

- Submission and installation (presentation?) of final projects
- Final interviews